



BARNSELY SCHOOLS ALLIANCE

STRONGER TOGETHER TO IMPROVE EDUCATION

Support • Challenge • Inspire



# BARNSELY SCHOOLS' ALLIANCE

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# EDUCATION IMPROVEMENT STRATEGY

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## 2022 - 2025

### SUPPORT

To collaborate and network to drive excellence

### CHALLENGE

To provoke educational enquiry to deliver excellence

### INSPIRE

Raising standards and expectations through excellence

# FOREWORD

**The mission of Barnsley Schools' Alliance is to promote a cohesive approach to improving education. Our goal is to ensure the very best educational outcomes for children and young people in Barnsley. We will achieve this by working together via collaborative and partnership arrangements, and we are indeed very fortunate in Barnsley in that all members of the Alliance really are truly committed and meet regularly which in turn demonstrates the power in our partnership working approach.**

We are acutely aware that the education landscape is changing nationally and locally, with an increasingly diverse range of providers in Barnsley offering opportunities to children and young people from early years through to adulthood. This strategy will clearly set out how we will work together with our key partners to champion the interests of all children and young people and will enable us to focus on ensuring that Barnsley's children and young people achieve to the very best of their ability and potential, in an unremittingly professional, outcomes-focused and highly inclusive environment.

This strategy is integral in helping us achieve our ambitions in line with Barnsley's 2030 strategy and will support Children and young people to aim high and achieve their full potential with improved educational achievement and attainment in line with the vision and ambitions for Learning Barnsley.

The strategy will be fundamentally informed by the Schools White Paper (March 2022) 'Opportunity for all: Strong schools with great teachers for your child' sets out the proposed reforms to the education system which are focused on providing an excellent teacher for every child, delivering high standards of curriculum, behaviour and attendance, targeted support for every child and a stronger and fairer school system. Barnsley's Education Improvement Strategy is underpinned by the government's overarching white paper framework. The Alliance will respond accordingly to address the further consultations that will inform the associated future legislation and guidance which will be progressed over the coming months.

The impact of the Pandemic upon education has of course been well documented with higher than ever persistent absence, exclusions, disengagement with learning and behavioural issues amongst children and young people. We are highly focussed on

and committed towards closing attainment gaps between non-disadvantaged and our most disadvantaged children and young people. This is an issue which Barnsley schools are committed to addressing and will do so through our collaborative efforts. Barnsley Schools' Alliance have developed a comprehensive CPD package for all schools and academies as a mechanism to support and aid our workforce to help aid our recovery following the pandemic. The work and success of the Barnsley Schools' Alliance is something we are immensely proud of. We will continue to strengthen and develop the Alliance to meet and deliver upon the needs of our children and young people. Through the work of the Alliance we will ensure that the staff in our schools and academies are highly skilled, well trained and offered access to the CPD opportunities they require to deliver a world class curriculum and education.

**"We want all children and young people to aim high and excel in their education, so that more students can go on to higher-level studies and learn at the best institutions. Having access to high quality inclusive educational establishments is our ultimate objective ensuring that all settings offer a broad and balanced curriculum which provide a more enriching experience to all Barnsley learners. More recently we've been fortunate in achieving cultural capital investment. In turn we want to ensure that all Barnsley students have access to aspire to be the best they can be both academically and in the wider areas of their lives, through rich extracurricular activities, trips and visits. This is something we are deeply passionate about. We know that through the power of partnership working that collectively we can achieve so much more when there is a willingness to pull together in the same direction. The Barnsley Schools' Alliance is the driver to ensure we make this happen."**

Councillor Trevor Cave - Cabinet Spokesperson (Children's Services)



# INTRODUCTION

Our strategy is founded on high aspirations for all our children and young people, regardless of their starting points or the challenges they may experience in life. We recognise that delivering a high-quality education in contexts where children and young people don't always enjoy the same access to opportunities isn't straight forward. Barnsley has a steady trajectory of improving educational outcomes, but we recognise the need to do more, faster, to ensure life chances improve for all our children and young people.



*Whatever their background or circumstances, our children and young people deserve the most positive educational experience possible and to achieve their full potential.*

## OUR STRATEGY IS THEREFORE UNDERPINNED BY FOUR CORE PRINCIPLES:



Barnsley has made great strides in bringing educational outcomes into line with, or in some cases exceeding, national expectations. While excellent teaching and school leadership is central to improving educational outcomes, this alone will not succeed in accelerating improvement to bring attainment and progress above national standards and to achieve the excellence we aspire to. Our response needs to ensure that we support and strengthen families and communities where children may experience barriers to well-being and achievement, so that we break the cycle of poor outcomes and quality of life that endure in some of our communities. The circumstances of some young people's lives should not hinder achievement. Therefore, this strategy is supported by, and operates in conjunction with others, such as: the Barnsley SEND Strategy, the Neglect Strategy, our Children and Young People's Early Help Strategy, the Barnsley Supporting Families Programme and forthcoming Start for Life Programme, together with the Holidays and Food Programme and is firmly bridged to the Education Employment and Skills Strategy. We want every child and young person to feel supported at each key transitional stage of their educational journey so that they will be inspired to continue to further their education into adulthood.

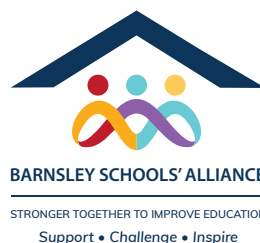
- Chief Executive BMBC
- Cabinet Spokesperson (Children's Services) BMBC
- Co-Chair Barnsley Alliance (Secondary)
- Co-Chair Barnsley Alliance (Primary)

# INTRODUCTION

## HOW BARNSELY SCHOOLS' ALLIANCE WORKS

### What is Barnsley Schools' Alliance?

- Barnsley Schools' Alliance is a strategic partnership between early years settings, schools, academies, colleges, and the local authority. Its purpose is to raise the quality of education and improve outcomes for children and young people across Barnsley
- The Alliance is the custodian of effective education within Barnsley
- The Alliance recognises the needs of children and young people as a whole and so works with education providers, families, and the community to identify and meet need holistically (see SEND, Early Help and Neglect strategies)
- The Alliance represents a sector-led model that works in partnership with the Local Authority
- Sector-led improvement means that all schools take a collective responsibility for the outcomes of Barnsley children and all partners have a mandate to mutually support and challenge each other





# KEY PRIORITIES 2022-2025

## WHAT ARE BARNSELY SCHOOLS' ALLIANCE STRATEGIC PRIORITIES FOR 2022 - 2025

The Alliance has identified key areas of priority in order, to realise our ambitions for children and young people across Barnsley outlined as follows:

### **1 TO CHAMPION WORLD CLASS EDUCATION OPPORTUNITIES FOR ALL CHILDREN, YOUNG PEOPLE AND FAMILIES. ENSURING WE MEET THE NEEDS OF VULNERABLE AND DISADVANTAGED GROUPS OF CHILDREN AND YOUNG PEOPLE.**

i) To ensure that all educational settings deliver a quality of education that enhances the life chances of all Barnsley children and young people by:

- Monitoring the quality of education and school performance
- Brokering support for schools and academies to help them develop and improve
- Ensuring effective leadership and governance works in a comprehensive, system-wide way to develop current and future leaders
- Promoting a cohesive education system that will minimise the risk of fragmentation in a multi-provider context
- Holding schools and academies to account for their outcomes and challenging school/academy leaders and governors where outcomes are not meeting expectations
- Initiating specific projects and case studies to support school improvement leading to positive outcomes for children and young people

ii) To improve outcomes for vulnerable and disadvantaged groups of children and young people, including a focus on those pupils who have special educational needs, looked after children and young people and pupils in receipt of free school meals as well as those for whom their school receives pupil premium funding by:

- Contributing to and supporting the delivery of the Barnsley SEND Improvement Programme, the Barnsley SEND strategy and written statement of action
- Including children, young people's and parents/carers voice in the work that we do so that they have confidence and trust in our partnership to support them
- Ensuring early identification through the use of the SEND toolkit and Early Help assessments
- Promoting CPD for SEND as an integral part of the annual training calendar, and identifying any specific training needs for individual staffing groups
- Working in partnership with other agencies across education, health and care
- Reducing exclusions and improving attendance for all vulnerable groups

### **2 TO SECURE HIGH QUALITY PROVISION, WIDEN LOCAL OPPORTUNITIES AND PROMOTE EQUALITIES.**

iii) To promote a culture of excellence through aspirational social expectations, including good attendance, punctuality, personal behaviour and learning standards by:

- Working to develop and deploy school improvement capacity from local schools and academies to improve other Barnsley schools and academies
- Supporting and strengthening the development of collaborations and partnership arrangements that effectively enable individual schools and academies to secure good outcomes for all children and young people
- Cohesion across the Barnsley education system through recognising and challenging the potential for fragmentation in a multi-provider environment while acknowledging and celebrating the successes of different providers in driving and supporting improvement for Barnsley children and young people

# KEY PRIORITIES 2022-2025

## 2 TO SECURE HIGH QUALITY PROVISION, WIDEN LOCAL OPPORTUNITIES AND PROMOTE EQUALITIES.

(CONTINUED)

iv) To promote equality and inclusion to equip our young people to become productive citizens ready to make a positive contribution locally and in the wider world by:

- High quality and effective curriculum work and programmes that support access to these, such as thrive
- Building upon, and enhancing, resources and development for all our EAL children and young people
- Strengthening behaviour and attendance policies ensuring they are unpinned through inclusive practice for all children and young people
- Creating and embedding a cohesive approach to working this in turn will ensure all our children and young people become productive citizens
- Providing children and young people with access to extra curricula locality-based social and personal development opportunities through sports partnerships

## 3 TO CONTINUE TO STRENGTHEN BARNSELEY'S SYSTEM-WIDE SCHOOL-LED IMPROVEMENT, WORKING CLOSELY WITH KEY PARTNERS.

v) To build leadership capacity which empowers leaders at all levels to develop a sustainable model of continuous improvement across all Barnsley schools by:

- Ensuring all schools and academies are receiving appropriate support and challenge in proportion to their success and effectiveness
- Working to ensure effective leadership and governance and works system-wide to develop current and future leaders
- Researching, promoting, supporting and sourcing best practice to inspire and motivate innovation and excellence
- Providing high quality continual professional development where required

vi) To ensure that all settings offer a curriculum that is dynamic, engaging and aspirational so that it caters for the breadth of interests and talents across the locality by:

- Determining the priorities for education and improvement across the Barnsley education sector
- Supporting and challenging schools and academies to promote high aspiration for all our pupils and to provide access to opportunities to enhance ambition and help pupils realise their full potential
- Working to promote a cohesive education system that will minimise the risk of fragmentation in a multi-provider context
- Early identification of needs and implementation of support and intervention at the earliest opportunity to enable sustained access to quality learning opportunities

vii) To deliver the highest quality of teaching and learning to drive curriculum delivery and embed the necessary skills and knowledge in all subjects by:

- Holding schools and academies to account for their outcomes and challenge school leaders and governors where these are not meeting expectations
- Supporting schools and academies to help them develop and improve
- Working with subject leaders to ensure the correct curriculum is driven and that subject leads have the necessary skills and knowledge in all subjects
- Providing high quality continual professional development

# KEY PRIORITIES 2022-2025

## 3 TO CONTINUE TO STRENGTHEN BARNLSLEY'S SYSTEM-WIDE SCHOOL-LED IMPROVEMENT, WORKING CLOSELY WITH KEY PARTNERS. (CONTINUED)

viii) To achieve the highest possible attainment outcomes; through rapid rates of progress from all starting points by:

- Determining the priorities for education and improvement across the Barnsley education sector
- Working continuously with senior leadership teams to ensure accurate delivery of education
- Where school improvement is deemed to not be achieving, then the Alliance will initiate the local authority escalation process (detailed in Appendix 3)
- Knowing and understanding ourselves, what the issues are and what needs to be done about them

ix) To provide teachers with regular, relevant and high-quality access to Continuous Professional Development opportunities at all levels by:

- Identifying where CPD is needed through the risk assessment process or through reviews completed in schools and academies
- Providing high quality continual professional development where required
- To be outward looking, innovative and forward thinking in our practice

## 4 TO PROMOTE, PROTECT AND IMPROVE OUR CHILDREN AND YOUNG PEOPLE'S MENTAL AND PHYSICAL HEALTH AND WELLBEING. RECOGNISING THAT THIS UNDERPINS THE ABILITY FOR US TO ACHIEVE ALL OTHER PRIORITIES.

x) To enable all services to be collaborative and effective in supporting children and young people to feel safe and secure in our Borough whilst promoting physically and mentally healthy lifestyles to all by:

- Working closely with key partners to ensure effective transition at all phases (Childminders, Nurseries, Foundation, Primary, Secondary and Post 16)
- Engaging with other key partnerships to improve children's outcomes; notably the Children and Young People's Trust and the Barnsley Safeguarding Children Partnership
- Ensuring cohesion across the Barnsley education system through recognising and challenging the potential for fragmentation in a multi-provider environment; also acknowledging and celebrating the successes of different providers in driving and supporting improvement for Barnsley children and young people
- Contributing to, supporting and delivery of Early Help arrangements so that all children and young people can access support at the earliest stage, leading to the best opportunities to achieve their potential
- Ensuring access to the right emotional health and wellbeing support at the right time; notably COMPASS Mental Health Support Teams and CAMHS. Recognising the importance of a multi-agency approach to emotional health and wellbeing which will be supported by a robust, quality workforce training offer and enhanced communication between the emotional health and wellbeing system and all education providers



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# IMPACT AND OUTCOMES

*Barnsley Schools' Alliance will closely monitor the impact of the strategy through educational outcomes*

Take up of 2 year old childcare/education offer

Primary School Attendance

Secondary School Attendance

Proportion of educational settings judged good or outstanding by Ofsted

Early Years and Childcare settings rated good or outstanding by Ofsted

Percentage of children on SEN Support in schools

The Number of Fixed Term Suspensions in all schools

Young people aged 10 - 17 years entering the Youth Justice System for the first time

% of 3/4 year olds benefitting from funded early education

The number of Fixed Term Suspensions in Primary Schools \_ local data

The number of Fixed Term Suspensions in Secondary Schools \_ local data

Re-offending by young offenders as a proportion of total young offenders cohort

Primary School Attendance (LAC)

Secondary School Attendance (LAC)

Primary Fixed Term Suspensions (LAC) 1 or more FTE

Secondary Fixed Term Suspensions (LAC) 1 or more FTE

Take up of Elective Home Education

The number of Permanent Suspensions in all schools

Good Level of Development (GLD) - Early Years and Foundation Stage

Secondary Education (KS3 and KS4) - Average 'Attainment 8' score per pupil

Primary Education (KS1 and KS2) - Achievement and Attainment

Secondary Education (KS3 and KS4) - % Grade 9-5 passes in GCSE English and Maths

Post 16 (Tertiary) (KS5) - Achievement and Attainment

Qualifications (Level 2 or above)

Qualifications (Level 4 or above)



# SUB GROUPS

*How our priorities will be driven and aligned through each relevant sub-group:*

## PRIMARY HEADTEACHER'S EXECUTIVE GROUP & SECONDARY HEADTEACHER MEETING

- To provide all children and young people with an environment where they can feel safe, secure and able to seek help and advice when required (Revisit- partnership/connected)
- To ensure that all educational settings deliver a quality of education that enhances the life chances of all children and young people across the Borough
- To promote a culture of excellence through aspirational social expectations i.e. attendance, punctuality, personal behaviours and standards
- To promote equality and inclusion to equip our young people to become productive citizens ready to make a positive contribution locally and in the wider world

## LEADERSHIP CAPACITY SUB-GROUP

- To build leadership capacity which empowers leaders at all levels to develop a sustainable model of continuous improvement across all Barnsley schools
- To improve outcomes for vulnerable groups with a particular focus on those pupils who have a special education need or disability and those who are eligible for pupil premium funding
- To secure effective well-being provision for school leaders so they know how to access the support they need during challenging times to continue to lead their schools effectively
- To work with teaching school hubs to develop, monitor and evaluate a range of leadership development programmes and networking opportunities to ensure that leadership remains effective and at the forefront of new educational thinking.
- To actively promote, monitor and challenge the engagement of school leaders in the professional development opportunities available so that the Barnsley Schools' Alliance offer has maximum impact

## QUALITY OF EDUCATION GROUP

- To ensure that all settings offer a curriculum that is dynamic, engaging and aspirational so that it caters for the breadth of interests and talents across the locality
- To deliver the highest quality of teaching and learning to drive curriculum delivery and embed the necessary skills and knowledge in all subjects
- To achieve the highest possible aims for attainment outcomes; achieved via rapid rates of progress from all starting points
- To monitor and challenge school performance and overall effectiveness to ensure that all pupils attend a good school and achieve positive outcomes that prepare them well for the next stage of their education or training
- To determine and oversee the annual risk assessment process to ensure that schools are appropriately categorised to access to the support they need to improve
- To broker/commission the support schools require to ensure leaders have the capacity to improve at the required pace
- To monitor the impact of any external support and determine when the escalation process needs to be implemented to prevent further decline
- To determine, and monitoring the engagement and impact of, the core offer for continuing professional development and networking opportunities schools need to ensure that borough-wide priorities are addressed at a strategic level

# SUB GROUPS

## CPD WORKING GROUP

- To provide regular, relevant and high-quality access to CPD opportunities at all levels
- Support the identification of school development priorities across the borough
- Co-construct key areas of content for continual professional development
- Generate buy in at cluster/secondary meetings, promoting the opportunities on the Alliance Boards behalf
- Support the monitoring of engagement, using attendance and evaluation data along with feedback from cluster/Secondary Heads to reflect and adapt plans
- Review independent evaluation and impact monitoring

## NETWORKING GROUP

- Support the identification of school development priorities across the borough
- Co-construct key areas of content for continual professional development opportunities to meet local needs
- Generate buy in at cluster/secondary meetings, promoting the opportunities on the Alliance Boards behalf
- Support the monitoring of engagement, using attendance and evaluation data along with feedback from cluster/Secondary Heads to reflect and adapt plans
- Review independent evaluation and impact monitoring



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# EDUCATION PROVISION

The learning provision in Barnsley includes:

Setting:	Maintained Schools:	Academy:	Free School:	Total:
Primary	34	44	0	78
Secondary	1	9	1	11
Special		2		2
Student Referral Unit		1		1
<b>Total</b>	<b>35</b>	<b>56</b>	<b>1</b>	<b>92</b>

There are 92 state-funded schools in Barnsley. Holy Trinity is an all-through 3-16 academy but is counted here as two settings, one Primary and one Secondary. The new free school opened in September 2021. There are 15 Multi-Academy Trusts working in Barnsley. In addition to Primary and Secondary schools, there are two main providers of Post 16 / Key Stage 5 provision, Barnsley College and Penistone Grammar School. There are also 8 Independent Training Providers: Northern Regeneration CIC, ITS (owned Barnsley College), Leslie Francis Hair, T3 Training (working directly with Barnsley College), Total Training, White Rose Beauty, Really NEET and Barnsley Community Build.

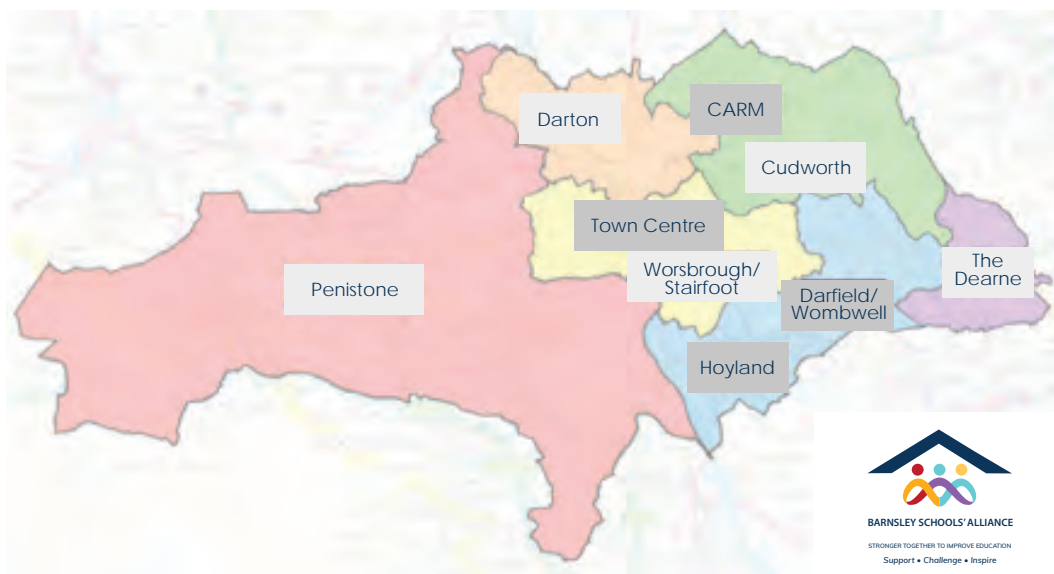
Early Years Provider Type:	Total:
Private and Voluntary Pre-School Day Nurseries	47
Private and Voluntary Sessional Pre-school Provision	3
Maintained Family Centres with Sessional Pre-school Provision	6
Childminders	135
Nursery Units attached to a Primary School	55
<b>Total</b>	<b>246</b>

Please note evidently there is a degree of fluctuation in the number of early year settings, as childminder providers often close and open more frequently across this sector.

# EDUCATION PROVISION

## BARNSLEY CLUSTER SCHOOLS

CLUSTER:	Penistone	Town Centre	Cudworth	Hoyland	Darton	Darfield/Wombwell	The Dearne	CARM	Worsbrough/Stairfoot
NUMBER OF SCHOOLS:	10 Primary 1 Secondary	13 Primary 2 Secondary 1 Special	7 Primary 1 Secondary	10 Primary 1 Secondary	4 Primary 1 Secondary	8 Primary 1 Secondary	9 Primary 1 Secondary	10 Primary 2 Secondary 1 Special	8 Primary 1 Secondary



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### EDUCATIONAL OUTCOMES

Of 317 local authority areas, Barnsley ranks as the 60th most deprived, as measured by the Education and Skills Deprivation measure.

Whilst children perform relatively well, up until the end of Key Stage 1, the story is somewhat different by the time they reach the end of Key Stage 4. Barnsley's average GCSE attainment score is lower than similar authorities and the national average, with outcomes in English and Maths being particular areas in need of improvement.

# LOCAL DRIVERS FOR CHANGE

*Through our partnership working, the Education Improvement Strategy will help the local authority deliver their vision and ambition for 2030:*

'In Barnsley we want everyone to have a good life. This means everything from a quality place to call home, to good physical and mental wellbeing and a sense of self-worth through diverse and secure employment opportunities. It's also about having access to the best possible local facilities in a community that values our people and our place'.

***'In Barnsley we want to ensure that everyone has the opportunity to learn, develop new skills and, most importantly, to achieve their personal potential'.***

The Education Improvement Strategy will also help Barnsley 2030 – Learning Barnsley meet their ambition by working towards helping children and young people to achieve their full potential with improved educational outcomes, achievement and attainment, which in turn will enable completing higher-level skills studies than ever before.

Barnsley 2030 sets out challenging targets which will continue to improve social, economic and community life in Barnsley by 2030.

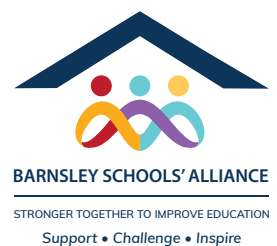
Barnsley Schools' Alliance through its collaborative approach will help deliver the following targets:

- 1 Every young person attends a 'good or outstanding' early years setting or school in Barnsley
- 2 The percentage of pupils reaching the expected standard in reading, writing and maths at the end of KS2, exceeds the National Average
- 3 The percentage of pupils achieving passes at grades 9-5 in GCSE English and Maths exceeds the National Average
- 4 The number of fixed term exclusions will reduce year-on-year, and be significantly lower than our baseline by 2030

## APPENDICES

The following appendices show in depth the support and challenge procedures of schools:

- Appendix 1 – 2021 Primary Process
- Appendix 2 – 2022 Secondary Process
- Appendix 3 – Schools Escalation Process
- Appendix 4 – Appendices and Background Papers A-F
- Appendix 5 – Structure and Memberships
- Appendix 6 - Education Improvement Strategy Plan



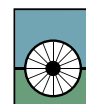


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